

# 2010 First Year Seminars

## Check Us Out – Look Us Over

1. Choose your top three seminars
2. Prioritize them on the list
3. Talk with your advisor
4. Sign up for **one seminar** at your **SOAR** session

“This class was just lots of fun!”  
2009 First Year Seminar Student

## Hurry – They fill up fast! (check three seminars and prioritize below)

- |   |  |
|---|--|
| _____ Genocide in the Modern Era (IDS 101, section 01)                  | _____ Exploring the Leader in You (IDS 104, section 04)  |
| _____ A Social History of Rock 'n' Roll (IDS 101, section 02)           | _____ Psychology of Monsters (IDS 104, section 05)   |
| _____ Learning Afghanistan (IDS 101, section 03)                        | _____ Troubles and Torments at Hogwarts: The Development of Harry Potter (IDS 104, section 06) |
| _____ Fairy Tales Aren't Just for Children (IDS 102, section 04 )       | _____ Movie Music (IDS 108, section 01)  |
| _____ Zombies: Advice for College from the Undead (IDS 103, section 01) | _____ Cooperative Mural Creation (IDS 109, section 01)   |
| _____ Why People Talk Different (IDS 104, section 01)                   | _____ Storytelling: Finding Fiction in Truth and Truth in Fiction (IDS 109, section 02)        |
| _____ Swimming with the Sharks (IDS 104, section 02)                    | _____ Unveiled: Uncovering the Role of Math in Everyday Life (IDS 110, section 01)             |
| _____ Learning and the Brain (IDS 104, section 03)                      |  |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Why Take a First Year Seminar?

First Year Seminars are for students who are beginning their university careers. They help you make the transition to university life, have fun with unusual and challenging topics, and earn course credits.

- Seminars are limited to 15 people, so students and professors work together and get to know each other.
- All students play an active role in the seminar, helping you to gain confidence, learn to collaborate with others, and discover how to take charge of your own learning.
- Professors encourage you to question previous knowledge, and examine new ideas and other perspectives.
- You earn three course credits toward fulfilling your General Education Requirements. (Seminar credits can't be applied to a major.)
- First Year Seminars help you understand and develop the kind of academic thinking that is the key to success at UW-Superior and in real life.

**For more information:**  
[www.uwsuper.edu/fye/seminars](http://www.uwsuper.edu/fye/seminars)

## Other Reasons Why You Should Take A First Year Seminar

1. Relaxed, friendly atmosphere. (Small class size, freshman only, lots of discussion)
2. Students who take First Year Seminars learn to feel more confident about talking in class, taking charge of their own learning, and collaborating with other students – skills essential for college success.
3. 87% of the First Year Seminar students surveyed in 2009 said the seminars encouraged them to examine new ideas; 77% said it helped them make new friends.
4. In the same survey, 83% said they were encouraged to be active players in their learning.
5. You can take a seminar in a topic you thought you would never see as a college class.

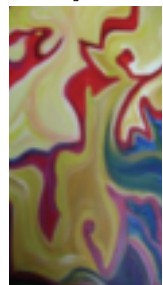
“It was a great environment to express ideas.”  
2009 First Year Seminar Student

# Fall 2010

# First Year Seminars

The Fall 2010 First Year Seminars offer an exciting array of diverse topics that will both challenge and engage students



**Cooperative Mural Creation**

Build a Mural. Make friends. Build community. Develop your creative self. Students will create a campus mural or mural-type structure for the Yellowjacket Union. We will build and actively create an original idea, theme, and mural, based on the research and information you glean from staff in Campus Life and the Career and Leadership Resource Center. This will be an active and creative learning experience. In spring semester the mural will be installed in the Union. No prior knowledge of mural making is necessary because this is what you will learn.

**Instructor:** Gloria Eslinger

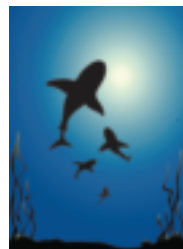
Meets the Fine Arts: Aesthetic Experience Requirement (IDS 109, section 01)

**Why People Talk Different**

Ever notice that how people talk is related to where they are from, who they are with, what they are doing, even who they want to be? Perhaps you have made assumptions about people based on how they talk or present themselves? What impact do young people have on language development and change? We will explore the conscious and unconscious ways we use language using the tools of anthropologists and socio-linguists. We will examine different ways of speaking, from accents, slang, and gestures to different dialects and languages on campus, in the media and beyond.

**Instructor:** Deborah Augsburger

Meets the Social Sciences Requirement (IDS 104, section 01)

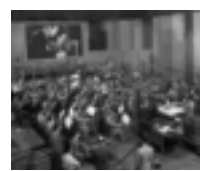
**Swimming with the Sharks**

Business + Ethics = Oxymoron? Not necessarily but we will explore the importance of ethics in the business world by exploring classic cases in business ethics, such as genetically modified agriculture and the Union Carbide disaster in Bhopal, India. Then we will move to more current cases, such as the trials involving Martha Stewart,

Enron, Worldcom. Ethical dilemmas will be “ripped from the headlines” of the weekly news for regular discussion and debate.

**Instructor:** Kay Biga

Meets the Social Sciences Requirement (IDS 104, section 02)

**Movie Music**

Movie Music will explore how music is integrated into the movies on several different levels, including the conscious and unconscious. Scores discussed will be diverse in styles, approaches, genres, and composers to illustrate the relationship of the score to the narrative. This seminar is not for music majors but is for students with an interest in film and who would like to explore that interest further. You will get to develop some of your own movie music to share.

**Instructor:** Erin Aldridge

Meets the Fine and Applied Arts: Art History Requirement (IDS 108, section 01)

**Zombies: Advice for College from the Undead**

Zombies – culturally diverse in their presentation and historically persistent - what are they really about? What are the analogies between starting college and zombies? Each week you will examine a particular representation of Zombies drawn from film, mythology, video games, and folklore. Together you will rough out a story line and negotiate agreement on the most arresting images. By reading and applying analytic concepts to these alien images and narratives you will explore what it means to be autonomous, intentional, socially located, and an adult in transition in 2010.

**Instructor:** Marshall Johnson

Meets the Humanities: World Language, Culture, and Philosophy Requirement (IDS 103, section 01)

**Storytelling: Finding Fiction in Truth and Truth in Fiction**

Learn to tell stories of your life experiences by studying how short fiction is written. You will examine the works of contemporary fiction, looking at stories drawn from “real life,” and then look at your own life through this same lens. You will develop your ability

to tell your stories through practice of this “narrative craft.” By sharing our stories together we will gain an appreciation for the art and importance of telling our stories as a way of understanding and finding meaning in our experiences in the context of family and culture.

**Instructor:** Yvonne Rutford

Meets the Fine Arts: Aesthetic Experience Requirement (IDS 109, section 02)

**A Social History of Rock 'n' Roll**

We will look at the social production of rock music from the '50s through the '80s. The course is organized around three moments of musical innovation: 1) the rock 'n' roll revolution of the '50s; 2) the psychedelic

revolution of the '60s; 3) the punk revolution of the '70s. We will explore what social, cultural and technology factors combined to produce musical innovations and the particular role of teenagers as a source of artistic innovation and a market for musical products.

**Instructor:** Joel Sipress

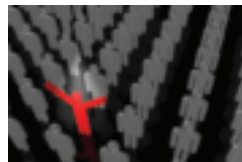
Meets the Humanities: History Requirement (IDS 101, section 02)

**Genocide in the Modern Era**

What is genocide? What does it mean and how is it legally defined? Are there problems with this definition? First we will examine the genocides that occurred in the past. Did those actually happen and why are they disputed? Then we turn our attention to genocides in the modern era and ask if these events qualify as genocide. Finally, if we are to learn the lessons of the past, we will ask: what are these and how do they apply to today?

**Instructor:** Khalil Dokhanchi

Meets the Humanities: History Requirement (IDS 101, section 01)

**Exploring the Leader in You**

Can anyone be a leader? What makes someone a leader? Exploring the Leader in You is a hands-on interactive experience that will take you out of the traditional classroom and into

the world of leadership. You will explore the different facets of leadership, research and examine different leadership styles and development, and assess who and what defines leadership. You will be challenged to look beyond the title of leadership to the practice of leadership and then use these skills to complete group projects on campus, in the community, and in your emerging leadership role.

**Instructor:** Ann Miller

Meets the Social Sciences Requirement (IDS 104, section 04)

**Psychology of Monsters**

What is a monster? Who is a monster? How do we perceive people who befriend monsters? We will explore the monstrous from the perspective of psychology. We will begin by looking at what aspects of personality may be considered as monstrous. Next we examine the role social actors play in creating a monster (stereotyping, stigma, attribution, and belief in a just world). Finally we will discuss famous monsters in light of the psychological and social factors we identify in class.

**Instructor:** Eleni Pinnow

Meets the Social Sciences Requirement (IDS 104, section 05)

**Unveiled: Uncovering the Role of Math in Everyday Life**

Have you ever looked at what goes on behind the face of a clock? Such a simple machine becomes profound as one recognizes the intricacy

and detail present in its creation. Join us as we pull back the face of everyday objects and explore the math that makes them tick. Topics include UPC symbols, credit card numbers, cryptology, search engines, and the division of an estate.

**Instructor:** Heather Kahler

Meets the Core Math Requirement (IDS 110, section 01)

**Learning Afghanistan**

What can you learn about any country on Earth should the need arise? The 21st century person is a global citizen with the potential to study and work around the world in places you may not yet have heard

of or seen. How would you go about educating yourself about the region before going there, given three months of intensive reading, studying, and media viewing? This semester our example will be Afghanistan.

**Instructor:** Priscilla Starratt

Meets the Humanities: History Requirement (IDS 101, section 03)

**Learning and the Brain**

Ever say to yourself “I can’t learn that!” or “How will I ever learn that?” So, how do we learn? What is thinking? What is going on in the brain? Whatever your interest, we will explore what learning theory, cognitive science, and the broader

field of psychology and neuroscience can tell us about what is going on between the ears. We will discuss how to apply what we learn in class and how we can improve our thinking and learning habits.

**Instructor:** Suzanne Griffith

Meets the Social Sciences Requirement (IDS 104, section 03)

**Fairy Tales Aren't Just for Children**

Why would a young girl mistake a wolf for her grandmother? Where would you find a green ogre and a nervous gingerbread man anyway? Why do writers keep rehashing these same stories?

Explore fairy tales as a literary expression of society, time, and culture and identify common features of the story types. Do the outlandish characters, twisting plots, and shocking endings teach or entertain us? From *The Canterbury Tales* and *The Brothers Grimm* to *The Princess and the Pizza* and *The Three Codependent Goats Gruff*, what do these stories have to tell us?

**Instructor:** Wendy Kropid

Meets the Humanities: Literature Requirement (IDS 102, section 01)

**Troubles and Torments at Hogwarts: The Development of Harry Potter**

Growing up is never smooth, especially for adolescents. We will explore the strengths, challenges, and development of Harry Potter and his friends as they grow up at Hogwarts. We will use cognitive, psychological, moral, and identity

development models to understand the change from childhood to young adult, and discuss the pivotal events that helped change the lives of Harry, Hermione, and Ron.

**Instructor:** Monica Roth Day

Meets the Social Sciences Requirement (IDS 104, section 06)

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